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ABSTRACT

Results of the 1990-91 product evaluation of the Saginaw, Michigan School District's state-funded prekindergarten program are reported. In 1990-91, the program served 285 pupils enrolled at 8 sites. The purpose of the program is to provide at-risk 4-year-olds with an environment that will enable them to develop school readiness skills. The Piaget-based program involves seven component areas, including cognitive, psychomotor, affective, parent participation, curriculum, staff development, and community collaboration components. The major outcome question was: Did the program attain the objectives it set out to accomplish? To answer this question, evaluators used: (1) the Prekindergarten Saginaw Objective Reference Test (PK-SORT); (2) the Affective Rating Scale; (3) a Parents as Partners Sheet; and (4) records. Findings indicated that the program met 9 of the 13 PK-SORT objectives, all seven of the affective objectives, all 3 of the parent participation objectives, and all 3 of the objectives for curriculum, community collaboration, and staff development. Recommendations for program improvement are offered. Appendixes include a description of the program, a copy of the Prekindergarten Saginaw Objective Reference Test, and related items. (BC)

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EVALUATION REPORT

MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PRODUCT
EVALUATION REPORT

1990-91

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MICHIGAN EARLY CHILDHOOD EDUCATION
PRESCHOOL PROGRAM PRODUCT
EVALUATION REPORT

1990-91

An Approved Report of the

Department of Evaluation, Testing, and Research

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June, 1991

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PROGRAM DESCRIPTION

This is the third year the School District of the City of Saginaw has operated a state funded prekindergarten program for "at-risk" four year old children. The District has operated for the past twenty-one years a federally funded (Chapter 1 of the Educational Consolidation and Improvement Act) prekindergarten program for children coming from the inner city. Thus, Saginaw is no stranger to prekindergarten programming and the two programs are essentially the same except for funding source and the process to identify eligible four year olds.

The factors which place four year olds "at risk" of becoming educationally disadvantaged are essential to the identification of those to be included in the Michigan Early Childhood Education Preschool (MECEP) program. Four year olds selected for participation in MECEP must have shown one or more of the following "at risk" factors:

> Score of 19 or less on the 27 item Prekindergarten Readiness Screening Device (PRSD); low birth weight; physical and/or sexual abuse and neglect; nutritionally deficient; developmentally delayed; long-term or chronic illness; diagnosed handicapping condition (mainstreamed); lack of a stable support system or residence; destructive or violent temperament; substance abuse or addiction; language deficiency or immaturity; non-English or limited English speaking household; family history of low school achievement or dropout; family history of delinquency; family history of diagnosed family problems; low parental;/sibling educational attainment or illiteracy; single parent; unemployed parent/parents; low family income; parental loss by divorce or death; teenage parent; chronically ill parent: physical, mental or emotional; incarcerated parent; housing in rural or segregated area; and rural or isolated setting.*

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*From 1990-91 Application For State Allocation Grant, Early Childhood Education Program, page 10 with local criteria of PRSD added as suggested.

The MECEP operated at eight elementary sites: Fuerbringer, Herig, Jerome, Kempton (p.m. only), Longstreet (a.m. only), Merrill Park, John Moore/First Presbyterian, and Zilwaukee (a.m. only). There were eleven MECEP sites last year.

An accounting of this year's MECEP participants shows that as of January 18, 1991 a total of 285 pupils were attending one of eight sites (see Appendix A for details).

The MECEP program is based upon the Piagetian concept that a child develops intellectually in a stimulating environment. Preschoolers are provided with an environment in which they receive positive reinforcement for reaching out, experimenting, seeking, and attaining new knowledge. Free and structured experimentation with common objects provide learners with information and a repertoire of actions on objects to enable them to explore the properties of unfamiliar things. Manipulative materials provide children with many problem-solving developmental activities. The daily schedule includes experiences in the areas of affective, fine and gross motor skills, physical and social knowledge, and parent participation.

Language and concept development is constantly encouraged and reinforced. The school environment is characterized by: consistency, behavior modification, interest centers, decision-making on the part of the students, and pupil participation with freedom and responsibility.

The overall goal of the program is to provide four year olds with an environment that will enable them to develop school readiness skills. There are seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation components (see Appendix B for the objectives in each component).

EVALUATION PROCEDURES

This report presents the results of the second product evaluation of the MECEP program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question relative to the cognitive and psychomotor objectives, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement (see Appendix C for a copy of the PK-SORT). The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives. The post-test only administration of PK-SORT took place from May 13-24, 1991.

The outcome of the affective objectives was measured by a pre- and post-test administration (October 15-19, 1991 and May 28-31, 1991 respectively) of the Affective Rating Scale (ARS). The ARS is an 18 item checklist dealing with seven affective objectives (see Appendix D for a copy of the ARS).

The Parents as Partners Sheet was the evaluation instrument used by each teacher to record the amount and type of parent participation that occurred during the year (and measures the three parent participation objectives).

The three final objectives related to curriculum, community/collaboration/participation and staff development used existing recordkeeping systems maintained by the program supervisor to obtain data relative to meeting or not meeting the criterion of each objectives.

PRESENTATION AND ANALYSIS OF PRODUCT DATA

Prekindergarten Saginaw Objective Referenced Test (PK-SORT)

The results of the PK-SORT administered during May 13-24, 1991 to MECEP prekindergarten pupils are presented. PK-SORT results will be reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of pupils in May. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

TABLE 1. SUMMARY OF NUMBER AND PERCENT OF MECEP PUPILS ATTAINING OBJECTIVES OF THE PREKINDERGARTEN SORT COGNITIVE SUBTEST MAY, 1991.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	285	253	(88.8)	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	285	263	(92.3)	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	285	225	(78.9)	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	285	228	(80.0)	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	285	233	(81.8)	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	285	283	(99.3)	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use a sentence of 5 or more words	285	258	(90.5)	Yes
8	Expressive Language: Semantics	65% of the pupils will use at least 3 of 5 elements of fluency	285	127	(44.6)	No
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	285	267	(93.7)	Yes

Analysis of the data contained in the above table reveals the following:

- MECEP pupils attained eight of the nine cognitive objectives.
- The objective not meeting the mastery criteria was Expressive Language: Semantics.
- Objective 6 (Expressive Language: Labeling) demonstrated the greatest percentage of attainment (99.3%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives.

TABLE 2. SUMMARY OF NUMBER AND PERCENT OF MECEP PUPILS ATTAINING OBJECTIVES ON THE PREKINDERGARTEN SORT PSYCHOMOTOR SUBTEST MAY, 1991.

Obj. #	Objective Description	Standard	Pupils			Attainment of Objective
			Tested #	Attaining Standard #	%	
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	285	250	(87.7)	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	285	184	(64.6)	No
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	285	176	(61.8)	No
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements	285	224	(78.6)	No

Analysis of the above data reveals the following results:

- MECEP pupils attained one of the four objectives.
- Objective 12 (Representation at the Symbol Level: Specific Shapes) showed the lowest attainment (61.8%). However, this result comes very close to attaining the mastery standard of 65%.
- Objective 10 (Fine Motor Coordination) demonstrated the highest attainment (87.7%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix E.

Affective Rating Scale (ARS)

The outcome of the affective objectives was measured by a pre- and post-test administration (October 9-13, 1990 and May 21-25, 1991 respectively) of the 18-item Affective Rating Scale (ARS). A total of 284 MECEP pupils were pre- and post-tested. For these pupils to show attainment on an objective the average post-test score must increase one score point or more in the positive direction over the pre-test score. Mean pre- and post-test plus objective attainment results for the seven affective objectives are captured in Table 3 below.

TABLE 3. SUMMARY OF OBJECTIVE ATTAINMENTS* BASED ON MEAN RATINGS BY TEACHERS FOR 284 MECEP PUPILS IN THE FALL, 1990 (PRE-TEST) AND SPRING, 1991 (POST-TEST), AS DETERMINED BY AN ANALYSIS OF AFFECTIVE RATING SCALE (ARS) DATA.

Obj. #	Objective Description	ARS Items	MEANS	Attainment of Objective
			VF 1 F 2 S 3 I 4 VI 5	
14	Preference Value Teacher	5, 6, 10	Post 1.7 Pre 3.7	Yes
15	Self-Control	13, 14	Post 1.4 Pre 3.3	Yes
16	Positive Peer Interaction	1, 3, 11	Post 1.8 Pre 3.9	Yes
17	Initiates Activities	15, 17	Post 1.9 Pre 4.0	Yes
18	Positive Work Attitude	7, 12	Post 1.5 Pre 3.7	Yes
19	Curiosity	2, 4, 8, 9	Post 1.9 Pre 3.9	Yes
20	Creativity	16, 18	Post 2.2 Pre 4.2	Yes

*Performance Standard — pre- to post-test increases will average 20% or more relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

Pre-Grand Mean = 3.8
Post-Grand Mean = 1.8
Difference = 2.0 or 40%

A review of the above data reveals the following results:

- MECEP pupils attained seven of seven (100.0%) affective objectives.
- Pre- to post-test mean gains ranged from 1.9 (38.0%) to 2.2 (44.0%) points.
- The smallest mean gain (1.9) occurred on objectives 15 (Self-Control).
- The largest mean gain (2.2) was attained on objective 18 (Positive Work Attitude).

The ARS data by building are shown in Appendix F for the interested reader.

Parents Participation/Education

Parent participation has always been an important part of Saginaw's prekindergarten programming. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for this child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

21. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.
22. 60% of the prekindergarten families will participate in parent meetings four times per year.
23. 80% of the prekindergarten families will complete with the child nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

TABLE 4. ATTAINMENT OF PRODUCT OBJECTIVE AS DETERMINED BY CUMULATIVE ANALYSIS OF SEPTEMBER, 1990 TO JUNE, 1991 PARENTS AS PARTNERS MONTHLY LOGS.

Objective Number	Total Families #	Families Meeting Standards #	%	Objective Attained
21 (60%)*	294	229	79.9	Yes
22 (60%)	294	243	82.7	Yes
23 (80%)	294	270	91.8	Yes

*Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix G.

Curriculum

The curriculum objective was focused on establishing an Early Childhood Education Curriculum Committee with an intended outcome of meeting at least four times during the 1990-91 school year.

This committee with 15 members (see Appendix H for listing of its membership). A total of six meetings were held on the following dates: October 10 and November 24, 1990, January 16, April 30, May 23, and May 30, 1991. The three following noteworthy undertakings were started and/or completed:

- Developmentally appropriate early childhood curriculum inservice involving prekindergarten, young fives, kindergarten, first grade, and second grade teachers,
- Ungraded primary curriculum development involving 75 staff members, and
- Music, art, and gym activities/material development.

From the review of the data maintained by the project supervisor, it was evident that the curriculum objective (objective 24) was attained.

Community Collaboration/Participation

This objective again involves the establishment of a committee. The purpose of the committee was to encourage community collaboration and participation in the MECEP program. Instead of establishing a new committee, the program supervisor became a member of the Family Life Education Advisory Committee and used this committee as a vehicle to focus collaboration and participation (see Appendix I for list of members).

The Family Life Education Advisory Committee did meet three times, namely on October 31, 1990, April 12, 1991, and again on March 20, 1991. A number of programs/services of mutual interests were dealt with including: parent single resource center development, teenager parent program, young parent program, STEP program, consumer home economics program, growth and adjustment program, student assistance program, growth and afrocentric program, and project success. It seems evident that objective 25 dealing with the community collaboration and participation was attained.

Staff Development

The staff development objective (objective 26) held that to 75% of MECEP staff would participate in 75% of the inservice offered to improve instructional skills and broaden the knowledge base of staff. A review of the data main-tained by the program supervisor revealed that 78.9% (15 of the 19 staff members) attended at least 75% of the inservice sessions offered. The chart below indicates the month and the major topic(s) covered during each session.

Month	Topics
September	- Presentation of Prekindergarten Handbook - Screen procedures - Program implementation
October	- Presentation of -- 1989-90 Product Evaluation Data — Parent Resource Center Information -- Referral Process Information - Implementation (for new staff members)
December	- Developing thematic units - Integrated curriculum in prekindergarten classrooms
January	- Steps toward attaining ZA endorsement for MECEP program - Transfer of students from over enrolled to under enrolled classrooms - District wide parent inservices - Gross motor activities
March	- Implementation of -- SORT testing -- Activities for "Month of the Young Child" -- EPSF Tests
May	- End of program year activities -- SORT Tests -- Turning in classroom records - Recruiting - Parent meetings

June
- "Inventive Spelling"
- "Parachute Play"
- "Science/Math: Hands-on Experiences"
- "Circle Time: Songs and Games"
- "Language for Prekindergarten"
- "Anti-Bias Curriculum"
- Screening

Recapping, 78.9% of the MECEP staff attend 75% or more of the monthly staff development sessions offered, indicating that objective 26 was attained.

SUMMARY AND CONCLUSIONS

The 1990-91 Chapter 1 Prekindergarten Program served a total of 285 children at eight elementary schools. A screening test was administered to each registrant at the beginning of the year as well as a screening for other "at risk" factors of becoming educationally disadvantaged was conducted to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Referenced Test (PK-SORT) was used to measure product outcomes on thirteen of the 26 program objectives. The results show that the program attained eight of the nine objectives in the cognitive skills area, and three of four objectives in the psychomotor skills area. Overall, the program was able to attain nine (69.2%) of the thirteen PK-SORT objectives.

The Affective Rating Scale (ARS) was used to measure the seven affective objectives. The results show that the program attained seven of the seven (100.0%) affective objectives.

The Parents as Partners Monthly Logs was the vehicle used to measure the product outcome on the three parent participation/education objectives. These results show that all three objectives were attained (100.0%).

Finally, records maintained by the MECEP program supervisor was used to measure the three objectives related to curriculum, community collaboration/ participation, and staff development components of the program. Again, a review of the results shows that all three objectives (objectives 24, 25, and 26) were attained (100.0%).

The MECEP program in its third year operation was quite successful with 22 (80.8%) of the 26 objectives being attained. This probably is in large partly due to the experienced staff the Saginaw Schools has developed over its 21 years of prekindergarten programming endeavors.

Even successful programs can be improved. A review of the process and product evaluation data indicates certain areas where refinement or adjustment can be made in aiming toward further program improvements.

RECOMMENDATIONS

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about MECEP program improvements in the following school year. These recommendations take nothing away from a program that continues to show very impressive results on an annual basis. This year being no exception.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved feel part of the proposed new operation of the program.

1. The teachers and program supervisor should jointly explore the probable circumstances for relatively poor achievement on objective 7 and develop an instructional management system which will lead to attaining these objectives.

2. The program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings.

3. Based on the sizeable differences among the new teachers in using language production/enhancement techniques with children, an expectation of the frequency needs to be communicated to staff. Further supervision and inservice training may be called for if these expectations cannot be reached.

4. The frequency of closed- to open-ended questions (approximately 55/45) seems reasonable. An inservice on how to better phrase open-ended questions may be warranted.

5. Because of the frequent turnover of staff, possible expansion of the program in the future, and the increasing sophistication of the preschool program, a training manual or other similar aide should be considered that spells out common daily preschool practices and procedures. This aide could be useful for new staff.

6. Determine a larger common set of thirty to forty labels for teachers to use to name objects in their rooms so there will be more consistency between sites.

APPENDICES

APPENDIX A

MECEP PARTICIPANTS BY BUILDING AS OF JANUARY 18, 1991

Fuerbringer	37
Herig	60
Jerome	38
Kempton	20
Longstreet	20
Merrill Park	55
John Moore/First Presbyterian	34
Zilwaukee	21
TOTAL	285

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
COGNITIVE:		
1. Physical Knowledge	80% of the pupils will respond correctly to 2 of 3 items related to physical knowledge on the PK SORT.	
2. Social Knowledge	80% of the pupils will respond correctly to at least 3 of 4 items related to social knowledge on PK SORT.	
3. Knowledge: Classification	50% of the pupils will successfully apply two criteria for sorting: color and/or form on the PK SORT.	
4. Knowledge: Logical-Mathematics Seriation	70% of the pupils will answer at least 1 of 2 related items on PK SORT.	
5. Spatio-Temporal Knowledge: Structure Of Time	50% of the pupils will respond correctly to at least 50% of the related items on PK SORT.	

(Attach additional sheets as needed)

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
COGNITIVE (Continued):		
6. Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture on the PK SORT.	
7. Expressive Language: Mean Length Of Utterance	80% of the pupils will use at least 3 of 5 elements of fluency on PK SORT.	
8. Expressive Language: Semantics	65% of the pupils will use at least 3 of 5 semantic elements on PK SORT.	
9. Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least one element of plot extension in their description on the PK SORT.	
10. Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities on the PK SORT.	

(Attach additional sheets as needed)

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
PSYCHOMOTOR:		
11. Spatio-Temporal Knowledge: Structuring Of Space (Order)	65% of the pupils will correctly pattern a topological relationship on the PK SORT.	
12. Representation At The Symbol	65% of the pupils will copy 3 of 4 shapes on the PK SORT.	
13. Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements.	
AFFECTIVE:		
14. Preference - Value Teacher	Pre- to post-test increases will average 20% or more on relevant Affecting Rating Scale (ARS) items.	
15. Self-Control	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	

(Attach additional sheets as needed)

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
AFFECTIVE (Continued):		
16. Positive Peer Interaction	Pre- to post-test increases will average 20% or more on relevant Affecting Rating Scale (ARS) items.	
17. Initiatives - Activities	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	
18. Positive Work	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	
19. Curiosity	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	
20. Creativity	Pre- to post-test increases will average 20% or more on relevant Affective Rating Scale (ARS) items.	

(Attach additional sheets as needed)

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
PARENT PARTICIPATION/ EDUCATION:		
21. Parent Participation	60% of the families will participate in classroom or on field trips four times per year.	
22. Parent Education Program: Friday Meetings	60% of the families will participate in parent meetings four times per year.	
23. Parent Education Program: Home Work Activities	80% of the families will complete with the child nine home activities and return them to school	
CURRICULUM:		
24. To establish an Early Childhood Education Curriculum Committee	Review of meeting agendas and products developed. Committee will meet at least four (4) times during the 1989-90 school year.	

(Attach additional sheets as needed)

PART D -- NARRATIVE PROGRAM DESCRIPTION (continued)

6. EVALUATION: Describe plans and methods for evaluating the accomplishment of your program goals/objectives for each program component. Indicate how this differs from the 1989-90 evaluation process.

Program Goals/Objectives	Method to be Used to Evaluate	How Different From 1989-90
COMMUNITY COLLABORATION/ PARTICIPATION:		
25. To establish an Early Childhood Education Advisory Committee	Review of meeting agendas. Advisory Committee will meet at least three (3) times during the 1989-90 school year.	
STAFF DEVELOPMENT:		
26. Early Childhood Education Staff will participate in inservice to improve their instructional skills and broaden their base of knowledge.	75% of the ECC Staff will participate in 75% of the inservices offered. Monthly inservice sessions will be offered during the 1989-90 school year.	

(Attach additional sheets as needed)

Prekindergarten

SAGINAW OBJECTIVE REFERENCED TEST (PK-Sort)

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Superintendent, Foster B. Gibbs, Ph.D.

Rev. 0590

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APPENDIX C

DIRECTIONS FOR ADMINISTERING

PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST (PK-SORT)

This test is to be administered on a one-to-one basis. It is important that each testing situation be essentially the same for all pupils. Very careful attention should be given to the detailed instructions that are provided in these directions, as well as the instructions that are incorporated into the test itself.

All teacher directions that are included in the test will be in parentheses ( ) and are not to be read to the pupil. The teacher should be familiar with all questions as well as the materials that are to be used in administering the test. The test kit should be checked for inclusion of a complete set of the manipulative materials and flash cards. (See Appendix A for an inventory of these materials.)

In administering the test, the teacher is to score the pupil response to each item as it is given. Each item is scored on a right or wrong basis. The content of each pupil response is to be accepted by the teacher at face value. The teacher should be careful not to provide the pupil with any verbal or non-verbal signals that might influence the pupil's thinking or eventual answer.

It is appropriate for the teacher to provide help that ensures that the pupil understands the task to be performed. In order to facilitate this understanding, each set of instructions should be given and then be repeated. Some pupils benefit from a pause or a "wait time" before they are required to give a response. It is permissable to have a pupil start over if it appears that he/she has forgotten the task, or is confused as to what to do. The pupil should be given up to 30 seconds to respond to any given item. Every

attempt should be made to administer all items of the test to all pupils. The teacher should take as much time as reasonably necessary to complete the test. If appropriate, the test can be given over a number of days and in a number of settings.

Since the teacher is to judge the correctness or incorrectness of each pupil response, the directions for each test item contains a section on correct or acceptable responses. A clear understanding of the acceptable responses provided in the test instructions will ensure that the teacher can quickly and consistently score each item. Responses are to be scored and coded on the answer sheet as the pupil answers each question. The following symbols are to be used for scoring:

A for correct responses and

B for incorrect or no responses

A machine scoreable answer sheet will be used to record the pupil's responses. The teacher should carefully follow the procedures that are outlined in the "Directions for Completing the Prekindergarten SORT Answer Sheets". These directions will be included in the packet containing the machine scoreable answer sheets.

APPENDIX C

PREKINDERGARTEN SORT TEST ITEMS

PART I: COGNITIVE DEVELOPMENT SUBTEST

(Remember, all statements in parentheses ( ) are intended for your use and are not to be read to the child. In recording answers on your answer sheet, you should code A = correct response and B = incorrect or no response.)

1. SAY, "Let's play a game where you have to tell me about things you cannot see."

   (Hand the pupil feely sock Number 1. It contains a metal zipper.)

   SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

   (Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

   Acceptable Responses

   -- Name of the object
   -- Shape of the object
   -- Use of the object
   -- Name of the material of the object
   -- Texture of the object

   SAY, "Let's take a look at it. Now, let's do another one."

   (Put away sock Number 1 making sure that the zipper is put back, take out sock Number 2.)

2. (Hand the pupil feely sock Number 2. It contains a toothbrush.)

SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

(Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

Acceptable Responses

— Name of object
-- Shape of the object
— Use of the object
-- Name of the material of the object
— Texture of the object

SAY, "Let's take a look at it. Now, let's do another one."

(Put away Number 2 making sure that the toothbrush is put back, take out sock Number 3.)

- - - -

4. SAY, "Now let's take a look at some pictures and talk about them."

(Show the child the picture marked with the Number 4 on the back. As you are holding it follow these directions.)

SAY, "Tell me who this worker is. What does s/he do?"

(Pause for response, listening for one of the acceptable responses listed below.)

Acceptable Responses

-- Name of the role or title of the worker or
— A description of what s/he does or how the worker helps us.

(Mark your scoring sheet accordingly.)

5-7. (Put away picture Number 4 and continue following the same directions for pictures 5, 6, and 7. Remember to mark on your scoring sheet after each question.)

- - - -

9. SAY, "In just a minute we will play a game with some circles and triangles which should be lots of fun."

(Open the envelope marked item Number 9 and randomly place the shapes in front of the pupil. As you describe what the pupil is to do, gesture with your hands to represent two piles.)

SAY, "Put the shapes that are the same into two piles. All the shapes in each pile should be alike."

(Pause for the child to group the shapes. Make sure that the groups are correct according to the acceptable response listed below.)

Acceptable Response

— Grouping according to form

(Mark your scoring sheet accordingly.)

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10. SAY, "Now let's play with some toy bears. They are a family."

(Remove toy bears from envelope marked item Number 10 and allow child to play with and talk about the bear family.)

SAY, "Now, can you put this family from the biggest to the smallest?"

(Pause for the child to arrange the bears from biggest to smallest or the reverse order. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four bears from biggest to smallest or
— All four bears from smallest to biggest

(Mark your scoring sheet accordingly.)

11. SAY, "Now let's take a look at some pictures and put them in order."

(Open the envelope marked Item 11 and randomly place the four pictures in front of the child.)

SAY, "Here are four girls. Some of the girls are tall, some are short. Put the girls in a row from tallest to shortest."

(Provide a ruler as base. Pause for the child to arrange the girls. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four pictures from tallest to shortest or
-- All four pictures from shortest to tallest

(Mark your scoring sheet accordingly.)

- -

SAMPLE EXERCISE

SAY, "We are going to look at some pictures. We're going to talk about what happens first, next, and last."

(Open envelope marked "Sample, 12 and 13". Take out pictures for sample item. Lay pictures on table in order of #1, #2, #3, left to right, facing child.)

SAY, "Let's do this together. Listen to the story."

Mother mixed up a cake.
She put it into the oven to bake.
Then the cake is ready to eat.

SAY, "Show me the picture that happened first."

(Pause for answer and correct if he/she has not understood directions.)

SAY, "Show me the picture that happened next."

(Pause for answer and correct child if he/she has not understood.)

SAY, "Show me the picture that happened last."

(If child gives incorrect sequence, teacher tells the story and presents pictures in correct sequence.)

12. SAY, "Let's do another story."

(Put Item 12 pictures out in order of #1, #2, #3, left ot right, facing child.)

SAY, "Listen to the story."

Daddy wrote a letter.
He walked to the mailbox.
He mailed the letter to his friend.

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

13. SAY, "Let's do another story."

(Put Item 13 pictures out in order #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

The boy fell in the mud.
He took a bath.
Now he is all clean!

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

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14. SAY, "I have a picture here out of a story book. It's part of the story, but the words are missing. Would you look at my picture and help me with the story?"

(Teacher hands child the picture from folder marked Number 14.)

SAY, "Tell me what you see in this picture."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

-- Name at least four objects in picture

(Need not identify correctly)

For example:

dog	ball
squirrel	cars
boys	slide
girls	picnic table
baby	tree
cup	blanket
grandma	bottle
sandwich	clover
pie	flowers
glass	chair

Incorrect Responses

— Did not talk
-- Named less than four objects
— Gave irrelevant responses

(Mark your scoring sheet accordingly.)

(Child continues to use picture marked Number 14.)

15. SAY, "Tell me what you think is happening in the picture?"
"Can you tell me more about the picture?"

(Pause for the child to tell the story. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Uses a sentence of 5 or more words

Incorrect Responses

-- Child does not talk
-- Uses sentences of four words or less
-- Uses phrases

(Mark your scoring sheet accordingly.)

16. (Score story given for item 15 in terms of acceptable responses given below.)

Acceptable Response

-- Uses at least 3 or 5 of the listed elements of fluency. *

Incorrect Response

-- Uses less than 3 of the listed elements of fluency. *

* Fluency consists of additional responses using:

-- Modifiers (uses adjectives or adverbs.)
-- Spatial elements (uses prepositions indicating position.)
-- Number words
-- Emotional or feeling words
-- Sequence (uses phrases to describe a series of events.)

(Mark your scoring sheet accordingly.)

17. (Child continues to hold the picture from the folder marked Number 15.)

SAY, "What do you think will happen next? What will they do when the picnic is over?"

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Child uses 1 or more of the elements listed below as a plot extension. * Any of the extensions below should be acceptable.

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

Incorrect Response

-- Child does not use plot extension. *

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

(Mark your scoring sheet accordingly and put the picture away.)

APPENDIX C

PART II: PSYCHOMOTOR ABILITIES SUBTEST

51. (From envelope marked Number 51, ask pupil to fold a 5" x 5" sheet of paper in half. Teacher demonstrates with a sample.)

SAY, "Fold the paper in half."

Acceptable Response

-- Using ruler, folds should show an accuracy + 3/8" in any direction.

(Mark scoring sheet accordingly.)

- -

52. (Using the same folded sheet, ask pupil to open the sheet and cut the paper on the fold.)

SAY, "Now open the sheet and cut the paper on the fold line."

(Teacher demonstrates with his/her sample.)

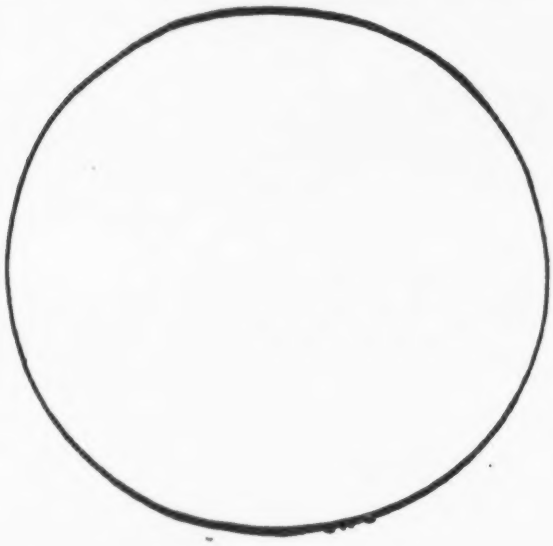
Acceptable Response

-- Using ruler, cuts should be + 1/2" from the fold.

(Mark scoring sheet accordingly.)

53. (Using a crayon from envelope Number 53, ask pupil to color inside the outline of the circle.)

SAY, "Color inside this circle. Color all of the circle."



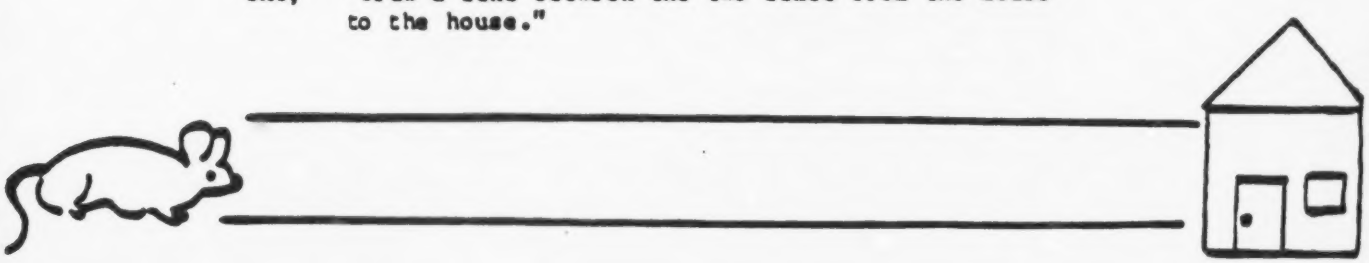
Acceptable Response

-- Using ruler, coloring marks should not exceed 1/2" at any point and approximately 2/3 rds of circle should be colored.

(Mark scoring sheet accordingly.)

54. (Using a crayon from envelope Number 54, ask pupil to draw a line between the two lines.)

SAY, "Draw a line between the two lines from the mouse to the house."



Acceptable Response

-- Crayon line must be within parallel lines and connect the mouse to the house or come within at least 1/2" of touching both the mouse and the house.

(Mark scoring sheet accordingly.)

55. (Using cut-out forms from envelope Number 55, place them on the table facing the child in the order shown below. Then take a similar set from envelope Number 55 and ask the child to make the same pattern.)

SAY, "You make your row look just like mine."

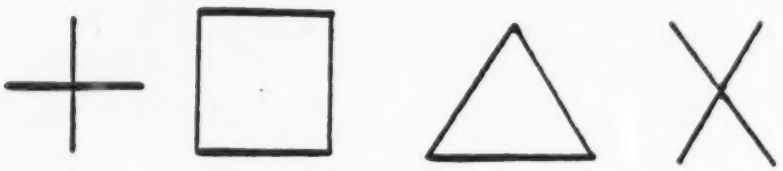
Acceptable Response

-- Linear order must be the same as the example.

(Mark scoring sheet accordingly.)

- - - -

57-60. (Using cards from envelope Number 57-60, show one card at a time in the following order. Hand an extra sheet of paper to the child to draw the figures.)



SAY, "Draw a shape like this one."

Acceptable Response

-- See Appendix B for acceptable drawings as shown in Administration and Scoring Manual for the Developmental Test of Visual Motor Integration.

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61. (Given the directive [opportunity] to hop on one foot, the child will be able to take five consecutive hops on either foot.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

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62. (Given a mark on the floor, the child will be able to jump over it by simultaneously lifting both feet from the floor and propelling his/her body forward and landing with feet together.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

63. (Given a directive [opportunity] to skip, as a participant in any group activity which involves skipping, the learner will be able to skip using alternate feet, for a distance of ten or more feet.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- - - -

APPENDIX C

ATTACHMENT A

PK-SORT INVENTORY OF MATERIALS

PART I: COGNITIVE DEVELOPMENT SUBTEST

Item 1. - 1 feely sock with a zipper in it.

Item 2. - 1 feely sock with a toothbrush in it.

Item 3. - 1 feely sock with a plastic egg in it.

Items 4-7. - picture of a postman, policeman, truck driver, and snack bar attendant.

Item 8. - 4 green and 4 yellow candies (4 round and 4 rectangular)

Item 9. - 5 circles (3-3/4" diameter) and 4 triangles (3-7/8" sides)

Item 10. - 4 bears of varying heights/sizes

Item 11. - 4 girl paper dolls of varying heights/sizes and 1-12" ruler for base (9-1/2", 7-7/8", 6-1/4", and 5-1/4" tall)

Sample - 3 pictures of Mother mixing cake, baking cake, and serving cake.

Item 12. - 3 pictures of Dad writing letter, walking to mailbox, and mailing letter.

Item 13. - 3 pictures of Boy falling in mud, taking bath, and then all clean.

Item 14. - 1 picture of a picnic.

PART II - PSYCHOMOTOR DEVELOPMENT SUBTEST

Items 51-52. - 5-inch square pieces of paper and 1 pair of scissors.

Items 53-54. - paper with a 3-inch circle and a mouse/house illustration on it. (template for 3-inch circle scoring.)

Item 55. - 4 house illustrations and
6 face illustrations.

Item 56. - 2 strips of oaktag (3" x 8-1/2") for parking lots
1 oaktag circle (5-1/8" in diameter) for setting out cars and trucks
5 sets of different colored cars and/or trucks (2 per set).

Items 57-60. - oaktag flash cards (5-1/2" x 5-1/2") of a square figure, a triangle figure, a plus sign, and an "X". multiple sheets of paper set up for students to replicate figures with four quadrants.

Item 62. - 1 strip of tape or mark on the floor is needed.

Item 64. - a 2" x 4" x 10' piece of lumber or a balance board is needed.

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APPENDIX C

ATTACHMENT B

FORM 3 Circle

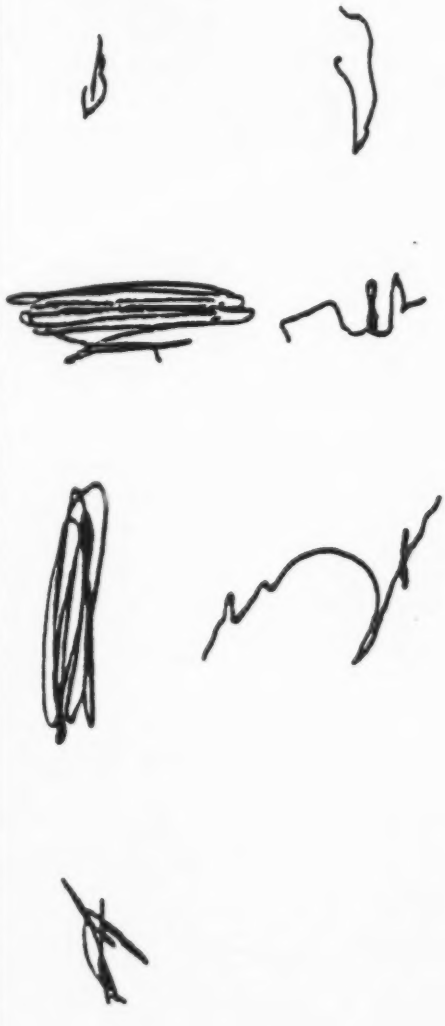
Scoring Criteria

Predominantly circular lines

Age Norms
(Imitated)
2.9
(Copied)
3.0

Passing

Failing



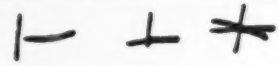
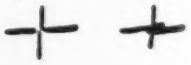
APPENDIX C

ATTACHMENT B

FORM 4 Vertical-Horizontal Cross

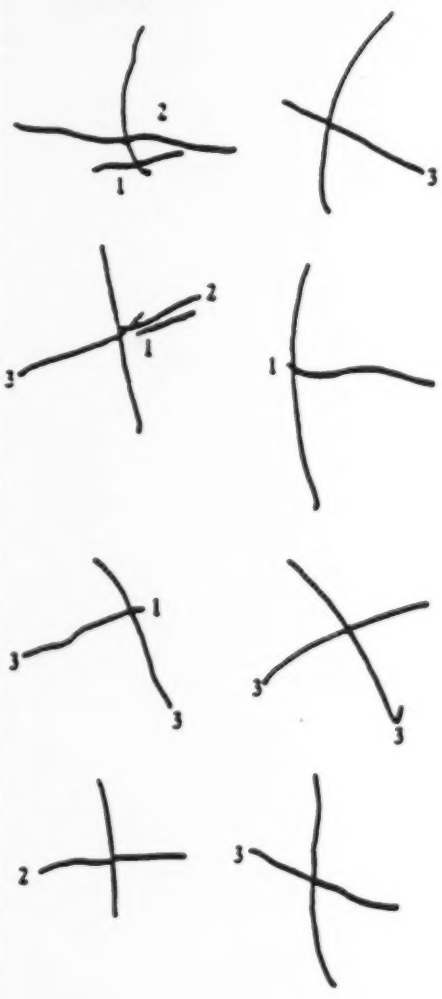
Age Norm 4;1

Scoring Criteria

1. Two fully intersecting lines	not:	
2. Two continuous lines	not:	
3. At least ½ of each line within 20° of its correct orientation	not:	

Passing

Failing



51

APPENDIX C

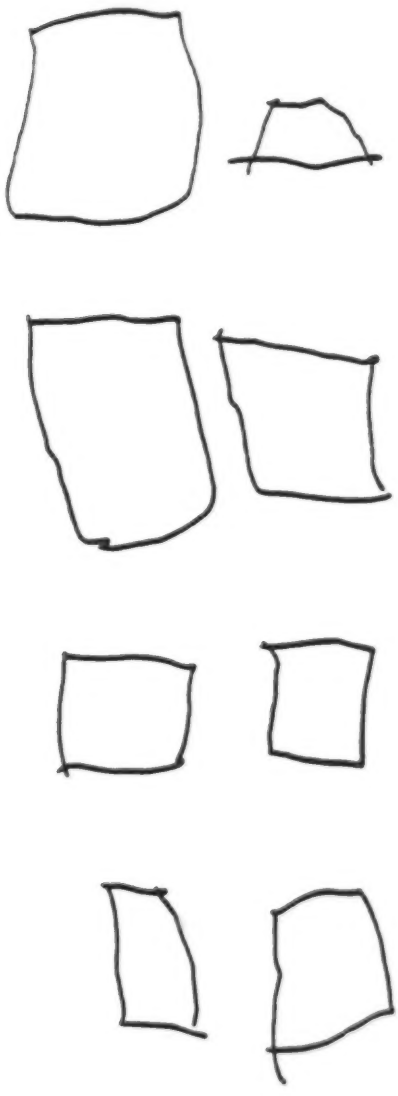
ATTACHMENT B

FORM 6 Square Age Norm 4.6

Scoring Criteria

Four clearly defined *sides* (corners need not be angular) not

Passing



Failing

APPENDIX C

ATTACHMENT B

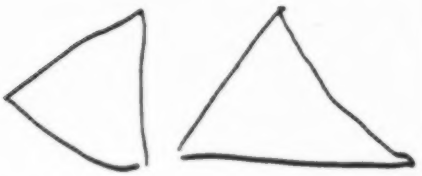
FORM 9 Triangle

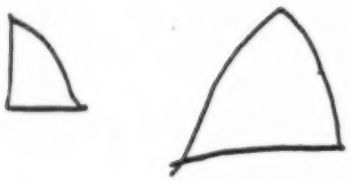
Scoring Criteria

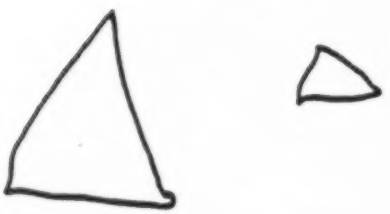
Age Norm 5.3

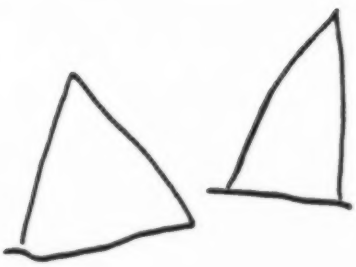
1. Three clearly defined sides — not
2. One corner higher than others — not

Passing

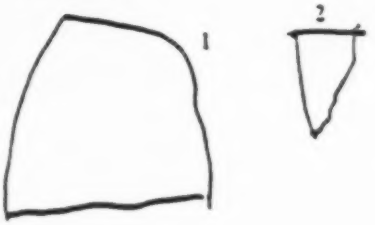


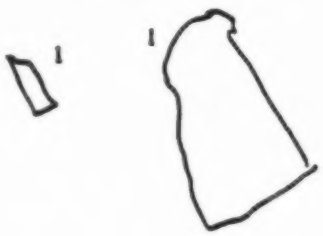


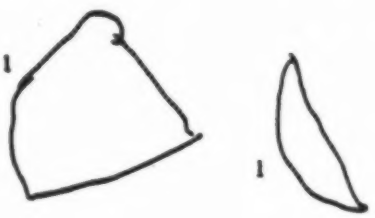




Failing







APPENDIX D

THE AFFECTIVE RATING SCALE

Teacher: _____ **School:** _____
Date: _____ **Session:** _____a.m. _____p.m.

Directions: Please circle **one** of the ratings (VF for "very frequently", F for "frequently", S for "sometimes", I for "infrequently", and VI for "very infrequently") for _____
(Student's Full Name)
on each of the following behavioral dimensions.

		VF	F	S	I	VI
81.	Selects a partner	1	2	3	4	5
82.	Asks question	1	2	3	4	5
83.	Initiates activities with others	1	2	3	4	5
84.	Explores objects in his environment	1	2	3	4	5
85.	Trusts teacher	1	2	3	4	5
86.	Initiates interaction with teachers	1	2	3	4	5
87.	Completes assignments	1	2	3	4	5
88.	Seeks information from teacher	1	2	3	4	5
89.	Seeks information from peers	1	2	3	4	5
90.	Seeks adult approval	1	2	3	4	5
91.	Interacts with other children	1	2	3	4	5
92.	Stays with some activity for 10 minutes	1	2	3	4	5
93.	Exhibits inner control during observation	1	2	3	4	5
94.	Exhibits inner control without direction	1	2	3	4	5
95.	Brings his treasures to school	1	2	3	4	5
96.	Shows flexibility in use of materials	1	2	3	4	5
97.	Attempts new activities	1	2	3	4	5
98.	Tries new ways to tackle problems	1	2	3	4	5

TABLE E.1. COMPARISON OF THE PERCENT OF STUDENTS AT POST-TESTING ATTAINING MASTERY ON PK-SORT OBJECTIVES BY BUILDING FOR 1990-91.

PreK-SORT Objective (Criterion)*	BUILDING Fuerbringer (N=39)	Herig (N=67)	Jerome (N=36)	John Moore (N=30)	Kempton (N=20)	Longstreet (N=21)	Merrill Park (N=52)	Zilwaukee (N=20)
1 (80)*	84.6%	89.6%	100.0%	93.3%	80.0%	61.9%	92.3%	95.0%
2 (80)	82.1%	94.0%	100.0%	100.0%	100.0%	90.5%	82.7%	100.0%
3 (50)	69.2%	55.2%	83.3%	90.0%	95.0%	90.5%	88.5%	100.0%
4 (70)	71.8%	79.1%	88.8%	96.7%	90.0%	52.4%	73.1%	95.0%
5 (50)	94.9%	76.1%	91.7%	100.0%	90.0%	38.1%	71.2%	95.0%
6 (85)	97.4%	100.0%	100.0%	96.7%	100.0%	100.0%	100.0%	100.0%
7 (80)	92.3%	94.0%	91.7%	96.7%	85.0%	90.5%	84.6%	85.0%
8 (65)	53.8%	47.8%	33.3%	56.7%	35.0%	33.3%	44.2%	40.0%
9 (50)	92.3%	97.0%	97.2%	83.3%	100.0%	95.2%	88.5%	100.0%
10 (80)	92.3%	86.6%	91.7%	96.7%	100.0%	61.9%	80.8%	95.0%
11 (65)	51.3%	67.2%	72.2%	93.3%	55.0%	38.1%	71.2%	45.0%
12 (65)	64.1%	53.7%	75.0%	83.3%	70.0%	52.4%	46.2%	70.0%
13 (80)	38.5%	89.6%	88.8%	83.3%	85.0%	81.0%	82.7%	75.0%

*Represents criteria for each objective.

TABLE F.1. COMPARISON OF AVERAGE PRE- TO POST-TEST CHANGE* ON THE AFFECTIVE RATING SCALE (ARS) BY OBJECTIVE AND BUILDING FOR 1990-91.

Objective Description	BUILDING							
	Fuerbringer (N=39)	Herig (N=67)	Jerome (N=36)	John Moore (N=30)	Kempton (N=20)	Longstreet (N=21)	Merrill Park (N=52)	Zilwaukee (N=20)
14. Preference Value Teacher	2.1	1.9	1.6	1.7	2.2	1.9	2.3	2.2
15. Self-Control	2.4	1.1	1.3	1.9	2.6	1.3	2.6	2.6
16. Positive Peer Interaction	2.1	2.0	2.2	1.9	2.2	2.2	1.8	2.0
17. Initiates Activities	2.2	2.0	1.7	2.1	2.6	2.3	2.3	2.9
18. Positive Work Attitude	2.7	1.7	1.5	1.8	2.9	1.9	2.6	3.2
19. Curiosity	2.1	1.9	1.5	1.9	2.3	2.1	2.0	2.5
20. Creativity	2.0	1.7	1.7	2.1	2.3	2.0	2.1	2.4

APPENDIX G

TABLE G.1. SUMMARY OF NUMBER AND PERCENT OF MECEP PREKINDERGARTEN FAMILIES ATTAINING OBJECTIVES REGARDING THE PARENTS AS PARTNERS COMPONENT BY BUILDING, 1990-91.

School	Number of Students Enrolled**	Parent Participation Objective 14		Parent Meetings Objective 15		Homework Activities Objective 16	
		#	%	#	%	#	%
Fuerbringer	39	24	(61.5)	32	(82.1)	36	(92.3)
Herig	67	63	(94.0)	57	(85.1)	65	(97.0)
Jerome	41	38	(92.7)	39	(95.1)	38	(95.1)
J. Moore	33	30	(90.9)	30	(90.9)	32	(97.0)
Kempton	19	17	(89.5)	15	(78.9)	16	(84.2)
Longstreet	20	3	(15.0)	10	(50.0)	18	(90.0)
Merrill Park	55	34	(61.8)	40	(72.7)	44	(88.0)
Zilwaukee	20	20	(100.0)	20	(100.0)	20	(100.0)
TOTAL	294**	229	(22.9)+	243	(82.7)+	270	(91.8)+

*Number of students enrolled and attending program for at least four months.
**While some students were enrolled at more than one site during that year, each individual student was counted only once in these statistics.

+Objective attainment:

—Parent participation by at least 60% for at least four school activities.
—Parent meetings by at least 60% for at least four Friday meetings.
—Homework activities by at least 80% for at least nine home activities.

APPENDIX H

SAGINAW CITY PUBLIC SCHOOLS

PREKINDERGARTEN CURRICULUM ADVISORY COMMITTEE

Janet Joswiak	Early Childhood Supervisor
Carol Grates	Department of Social Services
Dr. Sally Edgerton	Saginaw Valley State University
Sandy Hoppe	Prekindergarten Teacher, Zilwaukee/Kempton
Sue Shebster	Prekindergarten Teacher, Merrill Park
Karen Bronz	Prekindergarten Teacher, Webber Elementary
Juanito Lugo	Prekindergarten Teacher, Edith Baillie
Dorothy Weiss	Kindergarten Teacher, Jerome
Sherri Borchard	Kindergarten Teacher, Edith Baillie
Kathy Morley	Kindergarten Teacher, Houghton
Carl vanBenschoten	Kindergarten Teacher, Stone
Patti Hartman	First Grade Teacher, Coulter
Nancy Brill	First Grade Teacher, Coulter
Mary Jane Hielkemp	First Grade Teacher, Stone
Leodia Powell	First Grade Teacher, Edith Baillie

APPENDIX I

FAMILY LIFE EDUCATION ADVISORY COMMITTEE MEMBERSHIP

Kathy Dowd Ball	Saginaw General Hospital
Gayle Barboza	Saginaw County Child Development Center
Joyce Barlow	Grandparents As Parents
Carole Boyd	Averill Career Opportunities Center
Sylvia Brantley	Young Parents Program, RDLLC
Mary Ciolek	Compensatory Education
Sara Clavez	Saginaw Valley Regional 4C
Mary Cornford	Saginaw Intermediate School District
Clifford Davis	Director, Daniels Lifelong Learning Center
Ann Graham	Valley OB/GYN
Carole Grates	Div. Child Day Care Licensing, D.S.S.
Sandy Henderson	Young Parent Program, RDLLC
Mary Ellen Johnson	Saginaw County Youth Protection Council
Janet Joswiak	Early Childhood Education
Louise Kring	Supervisor, Adult Basic Education
Teresa Lieber	PAT, RDLLC
Carol Lopez	Department of Social Services
Pari Michalski	Health Programs Manager, RDLLC
Willa Randle	Saginaw Prekindergarten Parent
Helen Rawley	Kinder Kare, RDLLC
Joyce Rouse	Saginaw County Department of Public Health
Donald Scott	Assistant Superintendent, Board of Education
Jeannine Simon	Chapter 1, RDLLC
Sue Smith	Department of Social Services
Ron Spess	Saginaw County Youth Protection Council
Mari Sargent	Child and Family Services
Sherri Tiderington	Child Abuse Council
Cliff Warnert	Department of Social Services
Nancy Ziozios	Young Parent Program, RDLLC